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ABSTRACT

This report describes the year-long teaching internship at Seattle Pacific College (S.P.C.). Following completion of the sophomore block, a 10 quarter hour block including a daily public school laboratory experience, 75 students were placed in a year-long internship assignment in four public schools. Under the internship plan, after completion of a summer training session, the student was placed in a public school for a full day assignment for the entire academic year. The intern could earn 38-48 college credits for his internship year. Interns received a stipend comparable to a one-year tuition scholarship. (The "Brigadoon" Model, one of four school districts operating under the S.P.C. internship program, and related program material are presented.) (MJM)

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THE YEAR-LONG TEACHING INTERNSHIP FOR INITIAL CERTIFICATION AT SEATTLE PACIFIC COLLEGE

Description and Development of the Program. After completing the Sophomore Block (a 10 quarter hour block including a daily public school laboratory experience as a focal point for social and psychological foundations of Education) 75 students have been placed in a year-long internship assignment in four public school districts (Federal Way, Issaquah, Lake Washington, and North Kitsap). The program has evolved out of S.P.C.'s three professional quarter design where students have been placed in public school laboratory experiences daily each of the three quarters (one quarter in each of the sophomore, junior, and senior years). Under the three professional quarter design college professors have offered the three "blocks" in teams. Under the newly designed internship plan, after completing a summer training session, the student is placed in a public school for a full-day assignment for the entire academic year. He may earn 38-48 college credits for his internship year. The internship plan is being applied to four different educational settings. These include the "Open" concept in an elementary building, an elementary and a secondary building utilizing the Project PLAN (Westinghouse), a special education program within a school district, and a conventional elementary school with an innovative staffing design. Interns receive a stipend comparable to a one-year tuition scholarship.*

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* See Exhibit A for a description of the "Brigadoon" Model in the Federal Way District.

Objectives. Historically, each of the school districts involved in these consortia have had some experience with teacher aides. Although the desirability of utilizing teacher aides was clearly demonstrated, there have been obstacles hindering further developments of the plan. The opportunity has arisen, with encouraging trends toward individualization of learning and the differentiation of staffing patterns, to place interns in the program mentioned. The school districts provide tuition to the college for credits earned by the interns. Interns can anticipate completion of the preparatory phase of their certification requirements (up to initial certification) based upon objectives, procedures, and evaluative measures mutually established by the consortium (college, school district, and professional association).

The plan is designed to achieve the following objectives:

1. To offer interns a supervised experience in an innovative setting so they can become leaders in effecting educational improvements rather than preservers of the status quo as certified teachers.
2. To provide a means for the cooperative development of teacher education programs utilizing the best resources districts are able to contribute, professional association are able to supply in terms of professional standards, and the best utilization of college faculty instructional time with undergraduates.

3. Provides experience in individualizing learning experiences for pupils where pupil learning provides a measure of the intern's success.

Personnel Involved. The college provides coordinators for the various programs in buildings. Although the expertise in some specialty held by the college coordinator can be used in the most effective way, the role of college coordinator is more that of a generalist who in cooperation with the public schools and the local professional associations designs the most worthwhile experiences for the interns in terms of the best resources available (both human and material) in the college, in the district, and in the professional associations. As many as 18 interns have been placed in one elementary building. When this was done, it was possible to reduce the number of staff teachers in that building by 3 and assign staff teachers in terms of their supervisory abilities in working with interns. This was not perceived as a threat to the professional associations when it was recognized that the thrust of the new programs was teacher education in centers developed for that purpose. The pilot study (done in 1970-71 in the "Brigadoon" building in the Federal Way District) utilized a combination of the "open" concept, individualized study, and team teaching. The extension of the program to encompass one-third of the students to be recommended for certification in 1972, capitalizes upon the academic strengths of staff teachers, interns, and college faculty for the mutual benefit of the pupils. Involvement of faculty members from other departments of the college is being secured for consultation, demonstration, and special instruction in areas in

need of upgrading (e.g. an English professor teaches transformational grammar to staff teachers as well as interns in one of the public school buildings).

Budget. As the new program is being phased in, it has been possible to realize several budgetary advantages. At a time of scare employment opportunities, students appreciate the tuition grant from the district for their services as interns. The opportunity to earn more college credits within a school district rather than on campus has budgetary advantages for the college. Although the college does not employ district personnel in supervisory roles, it has the benefit of numerous district resources (both human and material) in the preparation of teachers. The fact that more professional credits can be earned than formerly, means that class enrollments on the college campus are reduced slightly. The plan has reduced the travel budget for supervisors of student teachers who formerly went to numerous schools in supervision. The former honorarium to student teacher supervisors has been discontinued. Now the teacher education laboratories are provided in a limited number of innovative school settings. So far the college has benefited financially, interns have been able to remain in school, school districts have utilized the services of interns in individualizing instruction, and professional associations have had an opportunity to participate in implementation of higher professional standards.

Evaluation Procedures. Each consortium (college, public school, professional organization) establishes performance objectvies for interns. Exhibit B summarizes the basic performance and evaluative criteria. Exhibit C is the calendar contract for the month of October in the "Brigadoon" model which includes contractual activities for each of the six performance and evaluative criteria for interns. Exhibit D is the evaluation instrument used at the end of each quarter which includes the six major performance objectives and an additional three "personal aptitude" objectives considered to be important by the consortium.

Statement of How the Program Contributes to Teacher Education. This program is decidedly future-oriented. Interns are prepared to serve in innovative programs and have practice in developing creative teaching environments. It martials the best of resources from the most significant agencies interested in teacher education. It provides a real year-long interaction laboratory where the intern can develop his interpersonal relationship skills as he works with college faculty, staff teachers, other interns, district consultants, and pupils. The plan lends itself to a variety of settings and does not force the college students into a certain rigid curricular mold often found in college-centered program. The so often stated objective of "meeting the individual needs of learners" is being achieved for both pupils and college interns in a real setting which combines some of the most promising procedures and resources known at this stage in the evolution of teacher education.

EXHIBIT A

THE "BRIGADOON" MODEL

(FEDERAL WAY SCHOOL DISTRICT, WASHINGTON STATE)

The Brigadoon Project is designed to provide an exemplary K-6 program for all children who reside within the attendance area of the school. The second goal is to establish a field oriented teacher training facility which will enable its trainees to participate in the development of the program; and also provide them with a background which will permit them to generalize the program's philosophy and their expertise to the field upon their employment.

Although funding for similar programs can come from numerous sources, Title III (EPDA) monies are providing funds at Brigadoon for: (1) Salaries for two full time consultants whose chief responsibilities are program development and implementation; (2) A half-time evaluation person whose primary role is to insure the collection of appropriate data and its analysis for program improvement and reporting to the funding agency; and (3) A summer workshop to train staff (certified) teachers and the new trainees. Title III monies also provide for minimal purchase of equipment and supplies which are unique to the needs of the project. The balance of the funding falls within the district's normal budgeting for a comparable elementary school.

The physical plant, although not designed specifically for this program, represents the district's developmental move to the open

concept building as an optimal learning environment for children. The school's attendance area encompasses an outlying periphery of the district and ranges from upper-middle to low-income groups. The number of children with learning handicaps is equal to or exceeds a comparable district.

The teacher education program is within the context of an individualized continuous progress program for the children. By differentiation of staff responsibilities certified staff are responsible for each child's program. Teaching interns move through a three phase program with increasing responsibility during each phase.

PHASE I

Summer Workshop

Interns and staff personnel are involved in a two-week orientation session. During this period interns become familiar with curriculum, diagnostic tools, instruction and management techniques, and evaluation procedures. This concentrated preparation is a critical period in the training program. Following orientation the interns work with selected children in a four week summer school program. The summer school pupil enrollment is small to offer the trainees experience with small groups and one-to-one instructional groupings. During the summer school the interns work with children in the mornings. Afternoons are spent in broadening their knowledge and practicing their skills.

Staff personnel, in a supervisory role, model teacher behaviors, help the interns, sharpen their diagnostic and instructional skills, and assume ultimate responsibility for the children's welfare.

PHASE II

Prior to the fall term of school, a week's preparation is provided for detailing the year's work. Arrangements are made for pre-testing children and their assignment to instructional groups. It is a busy time of caring for the numerous housekeeping chores.

The intern has the responsibility for a roll group which meets in the morning, at lunch time, and at the close of the school day. Assignment during the initial two weeks of school include: (1) monitoring the administration of standardized tests; (2) administering phonics and sight work inventories; (3) assessing reading skills levels through the use of informal reading inventories and standard diagnostic batteries; (4) managing groups of children who are not involved in the testing and diagnostic procedures; and (5) conferencing with staff teachers and consultants to analyze children's skills in order to assign them to initial instructional programs.

Heterogeneous grouping of children provides the intern with experience in programing and instruction of children with a wide range of needs. Instruction ranges from full group (about 15) down to one-to-one conferences.

A behavioral model (Precision Teaching) is used to provide ongoing assessment of children's academic performances, to facilitate program alterations, and provide data for contingency management. Group and individual management of the children's work and social behaviors are also based on these assessment techniques. The children's performance records provide that element of accountability which is missing in many other programs. Progress charts are kept on each child to ascertain that his individualized program moves him through all elements of the curriculum. Progress of the child is determined by performance criteria. The teacher and intern must devise learning activities for groups or individuals which will result in the achievement of various criterion performance levels.

Resource personnel are constantly involved in extending the intern's knowledge and capabilities. District consultants offer workshops. Professors and instructors from Seattle Pacific College provide concurrent courses at Brigadoon. Music, Art, Science, Social Studies, Physical Education, and Creative Teaching are curricular areas which receive this emphasis. In addition, the interns are involved in school district activities which are designed to enhance their professionalism.

The interns gradually assume a greater involvement in the total school function. From an initial meeting with parents (P.T.A.) the

intern progresses to responsibility for parent conferences. Supervision and participation by staff teachers during these first experiences eliminates that feeling of being thrown out to "sink or swim" generally felt by most first year teachers who have been trained in the traditional manner.

Intern-parent contact, outside of regularly scheduled conferences, is maintained through letters home, telephone conversations (especially when a child does well), and interim conferences arranged by either the intern or the parents.

PHASE III

During this latter phase the intern has assumed an increasing responsibility for the children's total program. Their functioning, for all practical purposes, is that of full-fledged teachers. They are using instructional aides, peer tutors, and parent volunteers to enhance the instructional program. The intern knows the value of the professional teacher's time and is able to use secretaries and production aides to take care of those non-teaching tasks such as typing and reproduction of materials.

Evaluation of intern performances is an ongoing process. In the open concept building, with all team members interacting, there is constant feedback which leads to the upgrading of individual performances. Here again, criteria are established (as in the children's

program) and each intern is involved in the designing of a developmental program leading toward his own success experiences. Performance critiques are designed to enhance the intern's chances for excellence in the professional world.

The beneficiaries of the Brigadoon Project are children. Those in the program who have achieved independence and responsibility for their learning as a result of the unique program have a positive attitude towards school. Those children who will be taught by these interns in the future should also reap the benefits of their teacher's year at Brigadoon.

RESPONSIBILITIES OF THE INTERNS

PHASE I:

A. Assumes the responsibility for planning lessons for
   1. creative story telling
   2. academic games
   3. learning center activities

B. Executes lessons with students
   1. individually
   2. small group
   3. large group

C. Assumes responsibility for monitoring the students' completion or correction of contractual assignments
   1. reading
   2. mathematics

D. Assumes responsibility for administration and compilation of diagnostic evaluations
   1. reading
   2. mathematics
   3. physical education

E. Assumes responsibility for monitoring student continuous assessment procedures.
   1. reading
   2. mathematics
   3. spelling
   4. physical education

PHASE II. A. Assumes (with teacher supervision) the responsibility for planning lesson unit plans for:

1. reading
2. mathematics
3. science
4. social studies
5. art
6. physical education
7. creative writing
8. music

B. Assumes responsibility for executing instructional plans including:

1. group instruction
2. independent study

C. Assumes responsibility for selection and use of instructional media.

1. books
2. media materials

D. Assumes responsibility for evaluating and reporting students' progress.

PHASE III. A. Assumes gradually the total role responsibilities of staff teacher including:

1. scheduling of student weekly activities
2. evaluation and assessment of students' needs
3. selection and prescription of instructional activities and media
4. evaluation of student progress
5. reporting of student progress

B. Assumes responsibility of team representative for specific activities.

1. resource areas
2. physical education program
3. art
4. special activity programs

C. Assumes role of team leader in staff planning meetings.

EXHIBIT B

BRIGADOON INTERNSHIP PROGRAM

PERFORMANCE AND EVALUATIVE CRITERIA

1. The intern will acquire a knowledge of the content of the total school curriculum by:

   A. Given an outline of identified objectives in reading and mathematics the students will select appropriate objectives and arrange student activities for skill acquisition.

   B. Participating in arranged curriculum workshops.

   C. Reading selected books and materials (including teachers' manuals) dealing with aspects of curriculum.

   D. Prepare - story selections.

   E. Prepare a curriculum unit plan.

2. The intern will design appropriate instructional activities that will provide the pupils with success oriented skill acquisition by:

   A. Given a plan book, will organize a weekly schedule of all activities including areas of responsibility.

   B. Given instructional objectives by staff teacher the intern will help organize and monitor completion of student contractual assignments.

   C. Given the responsibility of a group of children the intern will arrange contingencies to establish self-discipline and motivate participation in various academic activities.

   D. Given various media the intern will work with instructional aides in arranging exploratory learning center activities to coincide with and enhance instructional procedures.

   E. Will participate in a video-taping session for the purpose of evaluation of student participation and technique development.

EXHIBIT B (cont.)

3. The intern will acquire a knowledge about and will be able to organize and utilize the materials available.

   A. Given an outline of materials available within the school environment the intern will become familiar with publisher, structure, and location of instruction materials.

   B. Given a check list of instructional media the intern will demonstrate competence in the proper operation and care of media.

   C. Will utilize various media in daily program activities.

   D. Will assume the responsibility of care and maintenance of media.

4. The intern will be able to measure the operant level of students by:

   A. Administering and evaluating standardized tests.

   B. Administering and evaluating informal or criterion tests.

   C. Selecting appropriate learning objectives and materials for individual students.

5. The intern will continuously assess and chart the progress of students using precision teaching techniques.

   A. Arrange for data gathering approximately three (3) times weekly in areas of reading and math.

   B. Provide the opportunity for the student to discuss and chart his own progress weekly.

   C. Provide a summary analysis of student progress and demonstrated need to supervisory personnel.

6. The intern will develop social and communicative skills by:

   A. Assuming the responsibility of carrying out individual assignments necessary to the operation of the program.

EXHIBIT B (cont.)

B. Participating in team planning sessions.

C. Participating in individual conferences with staff.

D. Participation in various extra-curricular activities associated with the profession.

EXHIBIT C

CALENDAR CONTRACT

NAME_____

MONTH - OCTOBER	Target Date	Notes
(1)		
_____A. Workshop - Art		
_____B. Workshop - Music		
_____C. Workshop - P.E.		
_____D. Readings		
_____E. Story		
_____F. Stick Figure Presentation		
_____G. Unit plans - science (space)		
Kdg. - Animals		
Unit plans - social studies (Columbus, Halloween)		
Kdg. Home Family		
Halloween Party		
(2)		
_____A. Plan book + selected lesson plans		
_____B. Student contracts		
_____C. Learning centers		
_____D. Video-taping		
_____E. Contingency management		
(3)		
_____A. Materials (math)		
_____B. Materials chairman		
(4)		
_____ Diagnosis		
_____A. Administer		
_____B. Correct		
_____C. Analysis		
_____D. P.E.		
_____E. Establish individual objectives (5)		
_____F. Criterion tests		

EXHIBIT C (cont.)

(5)

_____	A. Charts - Time - Math - Reading		
_____	B. Summaries - Behavior		

(6)

_____	A. Conference		
_____	B. Other (open house) P.T.A.		
_____	C. Assignments		

EXHIBIT D

Report on INTERNSHIP Seattle Pacific College-Brigadoon Project

Intern_____ For Period_____

Grade level (s) taught_____

Rated by:

Project director_____ SPC Supervisor

Consultant_____ _____

Staff teacher_____

Performance criteria The ability to:	Satisfactory/Suggested Improvements
TEACHING SKILLS	
Organize curriculum content into specific learning objectives, stated in behavioral terms.	
Measure and diagnose students' skill needs.	
Prescribe learning activities appropriate for student skill acquisition.	
Select materials that include appropriate levels of difficulty and provide creative variety.	
Motivate the accomplishment of academic or behavioral objectives by utilizing contingency management and success oriented activities.	
Continuously assess and chart progress of students and make educational decisions based upon data collected.	

EXHIBIT D (cont.)

PERSONAL APTITUDE

Maintain an attractive, comfortable climate for learning.	
Demonstrate cooperation with the entire differentiated staffing components.	
Demonstrate responsibility toward the assigned tasks.	

ADDITIONAL COMMENTS